

ACCOUNTABILITY UPDATES

Office of Educational Accountability

NEW: Equitable Teacher Distribution Reports Now Available

Last week DPI [notified districts](#) that a new report was loaded into SAFE-Staff to assist districts in completing the LEA Plan required under the federal education law. **Any district receiving Title I, Part A funding is required to articulate how it will ensure low-income students and students of color are not disproportionately taught by inexperienced, ineffective and out-of-field teachers.**

The DPI report indicates which schools have an inequitable distribution of teachers. The report explains how the disproportionate distributions were determined; directions for what needs to be done; and what additional local data to consider alongside this report. A [sample report](#) and a [technical guide](#) with more in-depth information on the analysis are also available.

DPI produced a report for each district, regardless of whether our data indicate a disproportionate distribution of teachers or not. We did this because it is critical that every district ask: *Do we have our most skilled teachers in front of our neediest kids?* Ensuring low-income students and students of color are taught by experienced and effective teachers is one of **the most powerful actions we can take to close achievement gaps, and to equitably prepare students for college and career.**

These reports should inform your planning and next steps to ensure educational equity. Staff that are working on the LEA Plan will need to have access to this report so that they can complete this required portion of their plan (Question 1.a.ii - sometimes referred to as the Equity Plan) and so **they can take action to ensure that all kids have access to teachers with the experience and skills to meet their needs.** DPI understands that there will always be inexperienced teachers starting their careers; plans should include strategies to support these new teachers. Staff members that may be involved in writing this plan are human resource directors, principal supervisors, or equity specialists. **As always, we encourage collaborative data use and a strategic continuous improvement planning process across the district.**

The reports are in SAFE-Staff, a new application. This application is very similar to SAFE where you access your secure report cards, Workkeys certificates, and other reports. To set up access to SAFE-Staff, please follow the steps outlined in this [letter to districts](#).

Again, DPI created reports for all districts. The reports do not represent a formal identification, but you should collectively be comfortable discussing the report data and their implications for our low-income students and students of color. While these reports are not part of the traditional school and district

accountability that OEA oversees, the equitable distribution of teachers is a critical feature of any high-performing school, and impacts school and district effectiveness. **We encourage district staff, including DACs and data coordinators, not only to be aware of the reports, but also understand what purpose they serve and how the data may be used to improve student outcomes in your district.**

For more information on teacher equity plans, please visit: <https://dpi.wi.gov/wi-equity-plan>. For more information on the teacher distribution data contained in these new reports, please contact Carl Frederick (Carl.Frederick@dpi.wi.gov). For any technical questions regarding SAFE-Staff, please start a [WISEsupport ticket](#) and someone will respond to you shortly.

~OEA

WISCONSIN STATEWIDE ASSESSMENT SYSTEM UPDATES

Office of Student Assessment

Forward Exam

New:

Forward Testing Progress

There are only 2.5 weeks left in the Forward testing window. 425 districts have started testing and 63 percent of student tests have been completed. The test window will remain open until May 4.

IMPORTANT

Ensure all Keyboards of Student Testing Devices are Set to English Prior to Testing

Please ensure all student keyboards are set to English prior to testing. This will affect what keys (quotation marks, etc) are able to be accessed by students during the Text Dependent Analysis (TDA). See "how to" one-pager on the [Forward Exam Technology Requirements web page for instructions](#).

Reminders:

2017-18 End of Testing Survey

DRC and DPI are seeking feedback from districts and schools about the 2018 Forward Exam Test Administration. [The 2017-18 End of Testing Survey](#) includes questions about district experiences with eDIRECT, INSIGHT, resources, DRC's Help Desk, and more. We estimate the survey will take approximately 10-15 minutes, and is intended to be completed by anyone who was involved in the testing process including: DACs, DTCs, SACs, STCs, and TAs. **Ensure all staff have an opportunity to complete the survey by sharing the link as soon as you have completed testing in your school/district.** Please help us improve your experience by completing this survey no later than May 25, 2018.

Test Administration Script

Ensure all Test Administrators/Proctors (TA) are reading the script verbatim to their students. The script is located in the Test Administration Manual and all TAs MUST have a copy (either hard copy or electronic) in order to read the script to the students before they start the test and during testing.

Reminders for your TAs

- Be aware, prior to the start of the test, which students have been assigned accessibility features and ensure those features are working before the student clicks the green “begin test” button. (step in the Script on page 29)
- If a feature is not working have the student exit the test (do not submit).

Unlocking or Purging a Student Test

Refer to pages 21-23 (and Appendix E and F) in the Managing Students and Testing in eDIRECT guide for information about when and how to unlock or purge a test. When contacting DPI to reopen a test or to have a test purged please have the following information available:

- Length of time the student was in the session.
- Number of items attempted in the session.
 - For information about how to find these details see directions on page 21 of the Managing Students and Testing in eDIRECT guide.
- Content area and session #
- Grade level
- Were any other sessions in the same content area started/completed?
- What exactly happened that caused the need for the reopen or purge?

TTS or Read Aloud Accommodation Change

Any district that has assigned the TTS or Read Aloud accommodation to a student, instead of the designated support, needs to confirm that the student meets all five criteria on the [Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam](#) form.

The TTS or read aloud **accommodation** allows the student to listen to ELA test information displayed on the screen, including test directions, questions, answer choices, and **ELA reading passages**. This accommodation **may only be provided to a student with visual impairments who is not proficient in contracted Braille, whose need is documented in an IEP or 504 plan and has met all five criteria on the [Guidelines for Administration of the TTS/Read Aloud Accommodation for the Forward Exam form](#)**. Students who do not meet this criteria, but require TTS or read aloud, should use the designated support, including those with IEP or 504 plans. TTS/read aloud designated support allows the student to listen to test information displayed on the screen, including test directions, questions, and answer choices for all content areas (just not the ELA session 4 reading passages).

Dynamic Learning Maps (DLM)

NEW:

Test Administration Monitoring Report

At the state level, we are over halfway done testing with 63 percent of the required testlets completed. District Assessment Coordinators should use the Test Administration Monitoring Report function in [Educator Portal](#), page 95, to ensure that all required testlets are completed by the end of the test window. If you have questions regarding this please contact [Mike Peacy](#).

Reminder:

Rosters

It is important for district assessment coordinators to double check rosters and make sure that students are correctly rostered. **Science testlets** should only be administered to students in grades **4, 8, 9, 10 and 11**. If you find that students are not rostered correctly please make adjustments in Educator Portal.

Test Tickets

Instructions on how to locate student test tickets and Testlet Information Pages can be found in the [Educator Portal User Guide](#) beginning on page 53. Please contact [Mike Peacy](#) if you have any questions about test tickets.

DLM Test Administration Monitoring

It is important for district assessment coordinators to monitor the completion of the DLM testlets. Those with the DTC role in Educator Portal are able to download a *DLM Test Administration Monitoring Report* in order to track the number of testlets required and completed. Directions on how to use the Report function can be found in the [Educator Portal User Guide](#) beginning on page 95.

Testlet Information Page (TIPS)

TIPs have now been relocated within KITE Educator Portal based upon educator feedback. In Spring 2018, the TIPs will be on the Test Management page where the tickets can be found, opposed to filtering down to a different page. Please note that the test ticket and TIPS only appear once the test window opens and when the student has been properly enrolled/rostered.

Student Mobility During Window

Every year, students move during the spring assessment window. Several methods are available to move a student from one school to another. Once testing has begun, some methods are highly effective and some are not recommended. This DLM created [document](#), serves as a guide for these methods. Please contact [Mike Peacy](#) or the [DLM Helpdesk](#) for assistance if necessary.

Rater Forms

The Alternate Assessment Social Studies Rating Scale is designed to assess the educational performance of students with disabilities who cannot meaningfully take the general education assessment, even with accommodations. This assessment tool focuses on knowledge and skills that are aligned with the Wisconsin Model Academic Standards in social studies.

An individual or individuals who have first-hand knowledge of the student's IEP goals and objectives, educational curriculum, and knowledge and skills should complete this assessment tool. Students in grades 4, 8 and 10 must be assessed in social studies. If you have students in these grades, verify you have created rosters for social studies and teachers have completed the rater forms prior to opening the social studies testlet. The rater forms can also be found on the [Wisconsin DLM webpage](#) under "Scoring & Reporting."

Spring Assessment Resources

Materials Collections Lists have been posted on the Educator Resource Pages for [ELA](#), [Math](#) and [Science](#). These are lists of materials by subject and grade, including materials to use with alternate test

forms for students with visual impairments. The lists contain materials commonly needed in testlets and materials that may be substituted unless the TIP specifically states that no substitutions are allowed. This gives test administrators more opportunity to prepare for the assessment before the testing window opens.

A [Writing Testlet FAQ](#) has also been updated for spring 2018 and added to the Educator Resource Pages. The DLM writing testlets assess a student's ability to communicate using writing and the precursor skills that lead to writing. The FAQ details how writing testlets are assessed in DLM testlets as well as how to prepare to administer a writing testlet as a test administrator.

Districts with Students Attending State Schools, Lakeland School of Walworth County, or Syble Hopp Elementary and Secondary School of Brown County

- With the transition to WISEdata, these schools are now responsible for all DLM enrollment uploads. Districts with students attending these schools, should work with these providers to ensure they have all of the relevant information for the DLM uploads.

Assessment Administration/Manual/Trainings

New video training sessions are available on the [DLM District Staff Training Resource Page](#). Select the desired training video (Technology Specification, Assessment Coordinator or Data Management) and complete the registration form at the end of the video. If this is done prior to the date of the Q&A session for the particular training, you will receive a link for the live Q&A event.

District Test Coordinator and Test Administrator Checklists

DPI has created a simple step-by-step checklist of all DLM DTC responsibilities. In addition, a Test Administrator Checklist is available for teachers administering the DLM assessment. These are both available on the [DPI website](#).

School Assessment Type — Alternate (SATA)

In an effort to more accurately identify students anticipated to take the DLM alternate assessment under the new ESSA participation cap, we are asking districts to utilize the Student Characteristic SATA in WISEdata. The department began including additional validations around this indicator on October 12, 2017. All students taking the alternate assessment (DLM) must qualify as a student with the most significant cognitive disabilities as outlined below.

In Wisconsin, a student with the most significant cognitive disability:

- typically is characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior and cognitive functioning; **and**
- performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; **and**
- requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings.

Only a student who meets these criteria and participates in the alternate academic achievement standards may take the alternate assessment.

ACT HIGH SCHOOL ASSESSMENTS

ACT with writing and WorkKeys

Reminders:

ACT Score Delivery

ACT releases scores to students and schools 3-8 weeks after answer documents are returned. Here is the [ACT Score Reporting Schedule](#). ACT will send paper score reports to students' home addresses 3-8 weeks after answer documents are received at ACT. For the February 27 test date, answer documents were due to ACT by March 9, so students may start receiving score reports in early April. Schools will receive hard copies of student scores (in batches) during the same timeframe. About one week after the score report is received in the mail, students can log on to actstudent.org to see the score online. If there's any trouble with the account, please call ACT Student Services at (319) 337-1270. You can find report samples on the [ACT Data and Results](#) webpage.

WorkKeys Score Delivery

The [WorkKeys Data and Results](#) webpage has been updated to reflect information on 2018 score reports, sample reports, and delivery dates. Please review the [WorkKeys Score Reporting Schedule](#). Student score reports will be shipped to schools no later than May 11. Please distribute the paper Individual Summary Score Reports to students. National Career Readiness Certificates (NCRCs) and online student scores will be available to districts this summer.

Aspire Early High School

23% of students have completed Aspire testing. The testing window is open through May 11.

New:

How to View Student Progress in the Aspire Portal

- Use the Registered/Returned Report to Monitor Student Progress in the Aspire Portal.
- To access the Registered/Returned Report go to Aspire portal, click on Summative Tests and choose Registered/Returned Report from the dropdown.
- This report displays the % of tests that are submitted to score. It updates overnight each night.
- Hover over an orange bar and numbers of tests scored is displayed. Click on an orange bar and progress for each individual student is provided in a list format. Remember this Report is not "live" but is updated overnight each night.
- Once drilled down to the student list in the report, there is an "Extract" button. This produces a report in .csv file format.
- See [Aspire Portal User Guide](#) pp. 94-97 for details.

How to Monitor Testing Progress in the Aspire Portal

- Use the Monitoring Dashboard to track the following:
 - Student-Test Assignment
 - Test Session Status
 - Student PNP Supports Distribution
 - Student Sessions Status
- To access the Monitoring Dashboard, go to Aspire portal, click on Summative tests and choose Monitoring Dashboard from the dropdown. There are 4 widgets here. You can click on the graphics to drill down.

- Details on this dashboard can be found on pp. 81-83 of the [Aspire Portal User Guide](#).

Reminders:

Irregularity Decision Tree

As we begin Aspire testing, please review the Irregularity Decision Tree on p. 2 of the [WI Aspire Administration Supplement](#). This helpful guide provides various irregularity scenarios and how to handle them in the Aspire portal.

When to log-out of a test /exit TestNav

If a student becomes ill, a bathroom break is needed, there is a power outage or other technology problem, instruct the student to log out of TestNav. When the student returns, they can log back into TestNav and resume testing where they left off. Please train room supervisors and proctors that Log Out / Exit TestNav (not request reinstatement) should be the first course of action when encountering a problem or needing to take a pause.

Reading Readiness

Reading Readiness Reimbursement

- Thank you to all DACs (and other staff) who completed the reading readiness reimbursement form. Reimbursements will be electronically distributed to districts prior to the end of the school year. DACs who have questions should contact Duane Dorn at duane.dorn@dpi.wi.gov or 608-267-1069.

Reading Readiness Results

- DPI will load 2017-18 PALS, MAP and STAR reading readiness results to WISEdash for Districts. Districts who had student data loaded for these screeners in 2016-17 will continue to have their data loaded in 2017-18. Districts that did not previously sign a data release will need to do so in order to have their data uploaded into WISEdash. Information on data sharing agreements can be found at:
 - PALS - <https://dpi.wi.gov/assessment/reading-readiness/FAQ#data>
 - MAP - <https://dpi.wi.gov/wisedash/districts/about-data/map>
 - Star - <https://dpi.wi.gov/wisedash/districts/about-data/star>

ACCESS for ELLs

Reminders:

- **Final Data and Reports: April 23**
- **Post-Reporting Data Validation: April 23 - May 7**
 - Check printed reports for accuracy.
 - Update WIDA AMS Data Validation to correct Errors
 - Print update reports/download updated data on 5/12

WIDA Instructional Framework Changes

WIDA is developing a new standards-based instructional framework scheduled for release in 2019. The public input period regarding this new instructional framework starts Thursday, March 22, 2018 and continues through Friday, April 20, 2018. The purpose of the public input period is to help WIDA understand what educators in various roles think of the new WIDA Instructional Framework and how they would use it in their work.

All educators, administrators, and those who support the education of multilingual learners are invited to share their feedback via a survey. An informational flyer, details, specific instructions, and a link to the public input survey are currently [available here](#). Please share this information with ESL staff in your district.

International Assessments

(selected schools only)

Program for International Student Assessment (PISA) 2018:

- Initial notification letters are being mailed this week to District Administrators with copies going to DACs in districts with schools selected for PISA. Letters to school principals will follow soon after.
- Sampled students with birthdays between 7/1/2002 and 6/30/2003 will be assessed in reading, mathematics, science, and/or financial literacy.
- The PISA test window is October 1 to November 23, 2018.

DAC DIGEST DIGESTIBLES

Important Dates to Remember		
April	2: Deadline to conduct pre-test session for students to complete the non-test information on the answer document - emergency testing.	ACT
	3: Emergency Test Date	ACT
	3-9: Emergency Accommodations Testing Window	ACT
	4: Emergency Test Date	WorkKeys
	4-10: Emergency Accommodations Testing Window	WorkKeys
	5: Deadline for accommodations makeup testing materials to be received at ACT	ACT/WorkKeys
	9: Aspire testing window opens	Aspire
	13: Deadline to enter not tested codes in PearsonAccessnext	ACT/WorkKeys
	13: Deadline for standard time emergency testing materials to be received at ACT.	ACT/WorkKeys
	20: Deadline for accommodations emergency testing materials to be received at ACT.	ACT/WorkKeys
	23: Data Download and ISRs Available	ACCESS
	23-May 7: Post-Reporting Data Validation	ACCESS
May	4: Forward and DLM Testing Window Closes	Forward/DLM
	11: Aspire testing window closes	Aspire
	14-21: Window to enter Not Tested Codes in the Aspire portal.	Aspire

Important Tasks to Remember	
<input type="checkbox"/> Submit Forward Exam DAC Confidentiality Form to OSA <input type="checkbox"/> Enter accessibility features for students in eDIRECT	Forward
<input type="checkbox"/> Update KITE Client on testing devices.	DLM
<input type="checkbox"/> Ensure relevant team members are aware of the information regarding reading readiness assessment at Reading Readiness Overview and Reading Readiness FAQ .	Reading Readiness
<input type="checkbox"/> Review the ACT Data and Results webpage for details on ACT score reports. <input type="checkbox"/> Review the WorkKeys Data and Results webpage for details on WorkKeys score reports.	ACT/WorkKeys
<input type="checkbox"/> Review the Student Transfer Queue and approve transfers from your school. <input type="checkbox"/> Update contacts for Test Coordinator and Technical Coordinator in the Aspire portal . <input type="checkbox"/> Remove users from the Aspire portal who are no longer employed by the district. <input type="checkbox"/> Assign Proctors/room supervisors the "Educator" role in the portal. <input type="checkbox"/> Enter accommodations into Personal Needs Profiles for online testing. <input type="checkbox"/> Create online test sessions. <input type="checkbox"/> Review Aspire testing materials on DPI's ACT Aspire Testing Resources webpage . <input type="checkbox"/> Share the following links with school technology coordinators: <ul style="list-style-type: none"> <input type="checkbox"/> Technology Set-Up <input type="checkbox"/> TestNav System Requirements <input type="checkbox"/> Uninstall and reinstall TestNav and ProctorCache to all testing devices. <input type="checkbox"/> Conduct a training session for staff. <input type="checkbox"/> Administer the ACT Aspire to all grade 9 and 10 students.	Aspire

New Online Resource Highlights		
<i>As new resources are posted to our website, we will include them here for your convenience. This is NOT an exhaustive list, but meant to highlight resources with significant relevance to our upcoming test windows.</i>		
Resource	Description	Assessment
Tips for Keyboard Settings	Quick "How to" change keyboard setting to English.	Forward
District Test Coordinator Checklist	A quick checklist for all of the required DLM responsibilities	DLM
Data Management Manual	A guide to the required steps for loading and editing data in KITE Educator Portal	
ACT Score Reporting Schedule	List of ACT reports and delivery dates.	ACT
ACT Data and Results	Webpage including links to sample reports and interpretive guides for the ACT.	
ACT Data Proficiency	Webpage providing information on Wisconsin's ACT performance levels.	
WorkKeys Data and Results	Webpage including links to sample reports and interpretive guides for WorkKeys.	WorkKeys
WorkKeys Score Reporting Schedule	List of WorkKeys reports and delivery dates.	

WI Aspire Training Videos	Links to the Aspire Technology Readiness and Test Administration Training Webinars for Wisconsin.	Aspire
Aspire Training Management Site	Library of Aspire training webinars.	
Technology Setup	Installable app versions of TestNav, ProctorCache, and App Check can be found here.	
TestNav System Requirements	List of hardware requirements for TestNav 8.	
Portal User Guide	Guide for usage of the Aspire Portal.	
ACCESS Scores	Interpretive Guide, Parent Letters, etc.	ACCESS